

Name:	
Jahrgang:	



Standardisierte kompetenzorientierte
schriftliche Reife- und Diplomprüfung

BHS

18. September 2018

Englisch

(B2)

Hören

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Hinweise zum Beantworten der Fragen

Sehr geehrte Kandidatin, sehr geehrter Kandidat!

Dieses Aufgabenheft enthält vier Aufgaben. Die Zeit zur Bearbeitung dieser vier Aufgaben beträgt zwischen 40 und 45 Minuten und endet mit der entsprechenden Schlussansage der Sprecherin/des Sprechers.

Verwenden Sie für Ihre Arbeit einen schwarzen oder blauen Stift.

Bevor Sie mit den Aufgaben beginnen, trennen Sie das Antwortblatt heraus.

Schreiben Sie Ihre Antworten ausschließlich auf das dafür vorgesehene Antwortblatt. Beachten Sie dazu die Anweisungen der jeweiligen Aufgabenstellung. Sie können im Aufgabenheft Notizen machen. Diese werden bei der Beurteilung nicht berücksichtigt.

Schreiben Sie bitte Ihren Namen in das vorgesehene Feld auf dem Antwortblatt.

Bei der Bearbeitung der Aufgaben sind keine Hilfsmittel erlaubt.

Kreuzen Sie bei Aufgaben, die Kästchen vorgeben, jeweils nur ein Kästchen an. Haben Sie versehentlich ein falsches Kästchen angekreuzt, malen Sie dieses vollständig aus und kreuzen Sie das richtige Kästchen an.

A	<input type="checkbox"/>	B	<input checked="" type="checkbox"/>	C	<input checked="" type="checkbox"/>	D	<input type="checkbox"/>
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Möchten Sie ein bereits von Ihnen ausgemaltes Kästchen als Antwort wählen, kreisen Sie dieses Kästchen ein.

A	<input type="checkbox"/>	B	<input checked="" type="checkbox"/>	C	<input checked="" type="checkbox"/>	D	<input type="checkbox"/>
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Schreiben Sie Ihre Antworten bei Aufgaben, die das Eintragen von einzelnen Buchstaben verlangen, leserlich und in Blockbuchstaben. Falls Sie eine Antwort korrigieren möchten, malen Sie das Kästchen aus und schreiben Sie den richtigen Buchstaben rechts neben das Kästchen.

<input type="checkbox"/>	B	<input checked="" type="checkbox"/>	G	<input type="checkbox"/>	F
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Falls Sie bei den Aufgaben, die Sie mit einem bzw. bis zu maximal vier Wörtern beantworten können, eine Antwort korrigieren möchten, streichen Sie bitte die falsche Antwort durch und schreiben Sie die richtige daneben oder darunter. Alles, was nicht durchgestrichen ist, zählt zur Antwort.

falsche Antwort	richtige Antwort
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Jede richtige Antwort wird mit einem Punkt bewertet. Bei jeder Aufgabe finden Sie eine Angabe zu den maximal erreichbaren Punkten.

Viel Erfolg!

NAME:

ANTWORTBLATT

Farming in the Midwest

0	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input checked="" type="checkbox"/>	D	<input type="checkbox"/>
1	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>
2	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>
3	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>
4	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>
5	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>
6	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>
7	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>
8	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>
9	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>

Von der
Lehrperson
auszufüllen

richtig falsch

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

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1

The race for equality

0	<i>sponsors' lack of interest</i>
1	
2	
3	
4	
5	
6	
7	

Von der
Lehrperson
auszufüllen

richtig falsch

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

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2

ANTWORTBLATT

3

Institute of Science and Technology Austria

0 <input type="checkbox"/> F	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>
8 <input type="checkbox"/>			

Von der Lehrperson auszufüllen

richtig falsch	richtig falsch	richtig falsch	richtig falsch
	1 <input type="checkbox"/> <input type="checkbox"/>	2 <input type="checkbox"/> <input type="checkbox"/>	3 <input type="checkbox"/> <input type="checkbox"/>
4 <input type="checkbox"/> <input type="checkbox"/>	5 <input type="checkbox"/> <input type="checkbox"/>	6 <input type="checkbox"/> <input type="checkbox"/>	7 <input type="checkbox"/> <input type="checkbox"/>
8 <input type="checkbox"/> <input type="checkbox"/>			

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4

America's changing mall culture

0 <input type="checkbox"/> F	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>
8 <input type="checkbox"/>	9 <input type="checkbox"/>		

Von der Lehrperson auszufüllen

richtig falsch	richtig falsch	richtig falsch	richtig falsch
	1 <input type="checkbox"/> <input type="checkbox"/>	2 <input type="checkbox"/> <input type="checkbox"/>	3 <input type="checkbox"/> <input type="checkbox"/>
4 <input type="checkbox"/> <input type="checkbox"/>	5 <input type="checkbox"/> <input type="checkbox"/>	6 <input type="checkbox"/> <input type="checkbox"/>	7 <input type="checkbox"/> <input type="checkbox"/>
8 <input type="checkbox"/> <input type="checkbox"/>	9 <input type="checkbox"/> <input type="checkbox"/>		

___ / 9 P.

___ von 33 P.

You are going to listen to a recording about immigration to the U.S. in the 19th century. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, choose the correct answer (A, B, C or D) for each question (1-9). Put a cross (☒) in the correct box on the answer sheet. The first one (0) has been done for you.

After the second listening, you will have 45 seconds to check your answers.



Farming in the Midwest

- 0 In their beginnings, rail companies in the American West
- A bought land from the farmers.
 - B were hit by technical issues.
 - C got support from the U.S. government.
 - D made money with farm products.
- 1 People from Europe seemed suitable as settlers because they were
- A driven by idealism.
 - B hungry for adventure.
 - C known as agricultural experts.
 - D longing for a better life.
- 2 Measures taken to make farmers come to the U.S.
- A were badly organized.
 - B turned out to be surprisingly modern.
 - C were known from earlier periods.
 - D had little prospect of success.
- 3 Representatives of the railway companies
- A covered the settlers' travel costs.
 - B went to see the farmers in their homes.
 - C handed out promotion material.
 - D gave the immigrants legal advice.

- 4 People willing to emigrate were informed that the U.S.
- A was a paradise for children.
 - B had extreme weather conditions.
 - C offered an ideal setting for agriculture.
 - D provided an unpleasant environment.
- 5 A rail company advised people to remain in Europe if they
- A disliked laboring.
 - B lacked technical skills.
 - C suffered from an illness.
 - D considered religion unimportant.
- 6 The efforts to make Europeans come to America
- A faced opposition by U.S. citizens.
 - B were financed by the government.
 - C got rail companies into trouble.
 - D proved to be effective.
- 7 On arrival, for a lot of immigrants the conditions
- A seemed rather promising.
 - B turned out other than expected.
 - C were better than promised.
 - D satisfied their expectations.
- 8 Many settlers had borrowed money to
- A buy their property.
 - B pay for their journey.
 - C market their goods.
 - D maintain their farms.
- 9 Although settlers tried constantly, they were unable to
- A bear the tough work.
 - B pay the rents for their homes.
 - C repay their loans.
 - D adapt to the American way of life.

You are going to listen to a recording about female professional athletes. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, complete the sentences (1-7) using a maximum of 4 words. Write your answers in the spaces provided on the answer sheet. The first one (0) has been done for you.

After the second listening, you will have 45 seconds to check your answers.



The race for equality

0	Trying to organise a Tour de France for females has failed due to ____.
1	One reason why female sports are less recognised could be that they get ____. (Give <u>one</u> answer.)
2	In 2013, the amount of media presence of female sport was only ____.
3	Those who put money into sport are interested in being related to ____.
4	One British female team now receives money from ____.
5	The sum that top tennis players can win has been equal for men and women since ____.
6	In a poll, over 50 percent of people said that watching female sports is ____.
7	The number of females who started doing sports after the Olympics was ____.

You are going to listen to an interview with the scientist Daria Siekhaus. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, match the beginnings of the sentences (1-8) with the sentence endings (A-K). There are two sentence endings that you should not use. Write your answers in the boxes provided on the answer sheet. The first one (0) has been done for you.

After the second listening, you will have 45 seconds to check your answers.

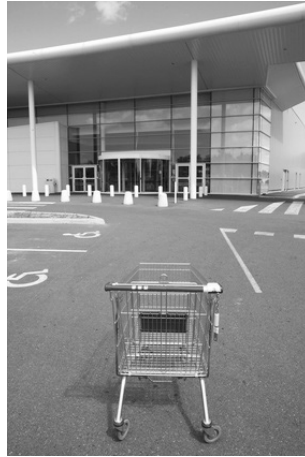
Institute of Science and Technology Austria

0	In the past, the building was a place to ____.
1	Before Siekhaus took up her new position, she used to ____.
2	Siekhaus appreciates the characteristics of the people who ____.
3	Siekhaus works with a type of insect to ____.
4	Siekhaus knows that public funding is expected to ____.
5	While doing research, scientists have to ____.
6	Siekhaus agrees with the interviewer that successful research should ____.
7	The media should present lack of success ____.
8	Siekhaus left the USA ____.

A	do a special kind of medical research
B	as a result of financial restrictions on research
C	attract the best researchers
D	work at places with an excellent reputation
E	due to increasing pressure from big companies
F	treat people suffering from mental illnesses
G	explore various research paths
H	get more public recognition
I	work and study at the Institute
J	result in helpful research findings
K	as a necessary part of scientific work

You are going to listen to an interview about American shopping malls. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, match the beginnings of the sentences (1-9) with the sentence endings (A-L). There are two sentence endings that you should not use. Write your answers in the boxes provided on the answer sheet. The first one (0) has been done for you.

After the second listening, you will have 45 seconds to check your answers.



America's changing mall culture

0	All over America, shopping malls ____.
1	Malls are likely to fail once they ____.
2	Malls are perhaps going out of business because they ____.
3	According to the professor, the failure of malls also ____.
4	According to the interviewer, giving up on a mall ____.
5	Converted malls ____.
6	Some destroyed malls ____.
7	The site of the former "Villa Italia Mall" in Colorado ____.
8	One effect of the new development in Colorado is that it ____.
9	The concept of "new urbanism" ____.

A	must be a rather sad process
B	are too numerous
C	has been turned into a multi-functional area
D	are unable to operate cost-effectively
E	cause a lot of infrastructural challenges
F	are confronted with several kinds of problems
G	are also used for educational purposes
H	led to a reduction of pollution
I	stands for a meaningful kind of city planning
J	has a damaging impact on the neighborhood
K	occurs because of new shopping options
L	provide space for new urban centers

Bildquellen

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Tonquellen

Seite 5: Sprecher: Balogh, Brian; Onuf, Peter; Ayers, Ed and Andrew Piasecki: Selling American Farming. BackStory.
<https://www.backstoryradio.org/shows/green-acres/> [21.03.18] (adaptiert).

Seite 7: Sprecherin: K.S.C.: Why professional women's sport is less popular than men's. The Economist.
<https://www.economist.com/blogs/economist-explains/2014/07/economist-explains-19> [28.02.2018] (adaptiert).

Seite 8: Sprecher: Cummins, Chris: Inside Austria's Elite University. Gespräch mit Siekhaus, Daria; Öffentlicher Rundfunk,
Stiftung öffentlichen Rechts.
<http://fm4.orf.at/stories/1696326/> [24.03.2012] (adaptiert).

Seite 10: Sprecher: Inskip, Steve: Here's What's Becoming Of America's Dead Shopping Malls. Gespräch mit Dunham-
Jones, Ellen; NPR.
<http://www.npr.org/series/341876603/americas-changing-mall-culture> [21.03.18] (adaptiert).